



English Martyrs' Catholic Voluntary Academy 2025-2026 Accessibility Plan

Aspect 1 Curriculum: Improving access for all disabled pupils to the academy curriculum.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To provide support for pupils that may have visual or hearing impairments.	<ul style="list-style-type: none">– Where required we will provide materials in:– Braille– Large font– Coloured overlays– Work presented on coloured backgrounds not white.–	Pupils will have their visual and hearing needs met so that they are able to fully access the curriculum,	Updated and checked as new pupils start.	SENCO Class Teacher
Continue to liaise with the Sensory & Physical Support Service,(SPSS), Derbyshire County Council.	<ul style="list-style-type: none">– Work with key teachers from the hearing, visual and physical teams, arranging teams meetings and school visits as appropriate.– Ensure all meeting minutes are shared with parents.	Working in partnership with local authority services, we will seek support and advice from a range of specialist SEN advisers and health professionals to further enhance curriculum provision, equality and high-quality teaching and learning.	Ongoing	SENCO
Ensure all units within Forest School provision	<ul style="list-style-type: none">– Liaise with Forest School Association as and when needed	All pupils will be able to participate fully in outdoor forest school sessions.	Ongoing	Forest School Lead Forest school Assistants



allow for full participation for all pupils	<ul style="list-style-type: none">– Gain pupil voice on access to forest school– Explore CPD opportunities around the forest school provision and inclusion within this.			
Ensure the PSHE curriculum covers disability as a protected characteristic under the Equality Act and celebrates diversity.	<ul style="list-style-type: none">– Begin to implement the PSHE curriculum in September 2024.– Explore CPD opportunities around the new PSHE curriculum and inclusion within this.	All pupils will have an increased awareness and understanding of disabilities and be able to celebrate the diversity within our school and local communities.	Ongoing	PSHE Subject Leader
Ensure all units within the PE curriculum allow for full participation of all pupils.	<ul style="list-style-type: none">– Reasonable adjustments made for pupils when planning.– Additional adult support when necessary.– More time given to pupils where required.– Liaise with West Park Leisure Centre around swimming lessons– Gain pupil voice on access to PE lessons	All pupils will be able to participate fully in outdoor education, sports and PE lessons, including swimming lessons at West Park Leisure Centre.	Ongoing	Teaching staff PE Subject Leader



	<ul style="list-style-type: none"> – Explore CPD opportunities around the PE curriculum and inclusion within this. 			
Ensure computer technology is used effectively to further enable access across the curriculum.	<ul style="list-style-type: none"> – Explore use of accessibility apps for class iPads, e.g. text to speech uses, symbols – Allow for chromebooks to be used for longer applied writes for pupils with a physical disability 	Computer technology will be used effectively to help remove barriers to participation and learning for all pupils across all curriculum subjects.	Ongoing	All class teachers, teaching assistants, SENCO.
To ensure new starters to English Martyrs' with an identified disability, or one that develops, have a smooth transition.	<ul style="list-style-type: none"> – Where possible, new pupils and families to visit our school prior to starting to meet and discuss needs – SENCO to liaise with previous setting SENCO and/or class teacher to discuss strategies for removing barriers 	As a school, we will be able to build strong relationships with the new pupil(s) and families at transition meetings and beyond. Barriers to participation and learning will be discussed and/or identified, as well as how to implement the best strategies to overcome these.	Ongoing, as and when appropriate	Headteacher, SENCO, Class Teacher and office staff.
To ensure smooth transition across all year groups and across phases at	<ul style="list-style-type: none"> – Continue to hold regular and thorough transition meetings between and across 	Class teachers will have a full understanding of pupils needs and the best strategies used to overcome barriers to participation	Ongoing	Class teachers and SENCO.



key transition points (EYFS to KS1, KS1 to KS2, KS2 to KS3) or when a disability is identified or develops.	<p>phases</p> <ul style="list-style-type: none"> – Continue to create and work through transition booklets for pupils moving to a new setting – Continue to hold additional transition meetings with KS3 placements. – Phone calls made to KS3 placements to discuss EHCP's. 	and learning prior to working with the pupil. They will be able to build relationships with the pupil and the family at an earlier stage to ensure a smooth transition. New settings, for example secondary schools, will also be able to achieve this through a thorough transition process.		
To ensure school trips and visits are made accessible to all pupils, irrespective of attainment or impairment.	<ul style="list-style-type: none"> – Review and complete school risk assessments. – Review risk assessments from the trip setting. – Staff to have risk assessments for any SEND pupils on a residential, ensuring they are clear on medication, physical etc. 	All pupils will be able to participate fully in school trips and visits that are offered which will benefit their personal development.	Any trips throughout the year.	Trip leader, class teachers and SENCO as appropriate
To ensure extra-	– Collect data about	All pupils will be able to access		Teaching staff



curricular clubs and activities are made accessible to all pupils, irrespective of attainment or impairment.	<ul style="list-style-type: none">attendance of extra-curricular clubs of pupils with SEND.– Explore ways of removing barriers to participation– If non-school staff/external agencies are carrying out the extra-curricular group, they are to be informed of any pupils with SEND.	extra curricular activities in order to assist their personal development. There will be a strong uptake of SEND pupils attending extra curricular.	Ongoing	
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Aspect 2: Improving the physical environment of the academy to increase the extent to which disabled pupils can access and have full opportunity to take part and benefit from all aspects of education and associated facilities and services in the academy.

Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To ensure emergency and evacuation systems are set up to inform all pupils including pupils with SEN and disability.	<ul style="list-style-type: none">- Audit alarms with both visual and/or auditory components–	All pupils will be able to evacuate the building quickly and safely in the event of an emergency.	Ongoing and regular checks	Headteacher, Premises Officer.
To ensure that the pathways of travel	<ul style="list-style-type: none">- Clear signs- Handrails were	Pupils will be able to access all areas of school and transition	Ongoing and regular	Headteacher Premises officer



around school including the car park are safe and well signed.	<ul style="list-style-type: none">- necessary Staff to know which routes to use around school.	around the building safely.	checks	Staff
To ensure that the size and layout of areas in school allow access for all pupils.	<ul style="list-style-type: none">- Classrooms have a safe layout to allow children to access them.- Dinner hall is set up to allow access for all.- Doorways are wide enough to allow access.- SEND pupils are placed first when allocating classes.	Pupils will be able to access all areas of school safely.	Ongoing	Headteacher Staff
To have signs and symbols in place around school.	<ul style="list-style-type: none">- Visual timetables- Rooms to have signs- Entry and exit signs- Resources in classrooms are labelled.	Pupils are able to access the physical environment independently.	Ongoing	All staff

Aspect 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled



Targets	Strategies to Implement	Expected Outcome / Impact	Timeframe	Responsibility
To continue to ensure all teaching and learning considers how to best to remove barriers to participation, particularly presenting information in a range of ways to meet the needs of all pupils.	<ul style="list-style-type: none">- Improve teacher access to InPrint Software (increase to full subscription package)- Liaise with SPSS teachers about specific resources e.g. large print books- Explore CPD opportunities around inclusion and inclusive classrooms	Staff will have a clear understanding on how to support and teach pupils with a disability and recognise that each child's needs will be unique.	Ongoing	All class teachers, teaching assistants and SENCO.
To ensure everyone is made to feel welcome.	<ul style="list-style-type: none">- Celebrate diversity.- Support personal development of all children.- Disability awareness months/celebration.- Books available that explore people from diverse backgrounds.	Everyone at English Martyrs' will feel welcome, happy and safe at school.	Ongoing	All staff
To set high expectations of all	<ul style="list-style-type: none">- Termly pupil progress meetings.	Staff are aware of how to support their pupils.	Ongoing	All staff



pupils.	<ul style="list-style-type: none">- Subject leader monitoring to include SEND.- Behaviour policy is followed by all pupils.			
To keep records up to date so all staff are aware of pupils and disabilities.	<ul style="list-style-type: none">- Pupil passports for pupils.- Learning plans for children are updated termly with both parent and pupil voice.	Staff are aware of how to best support their pupils.	Termly	Class teachers SENCO